**Year 9 Skepsi English – Exploring Genres (A substitute for Sci-Fi Unit)**

**Content**

Students will consider the importance of telling stories and the reasons why stories are still being told. They will refer to the basic narrative structure and examine the reasons why we remember stories. Students will also consider what the term ‘genre’ means and examine numerous types of genres. They will identify the features that distinguish the genres by comparing the differences between them. Students will read, view and respond to a wide range of texts that highlight a range of genres.

**Key Terms**

Narrative, genre, drama, mystery, romance, action, musical, fantasy, teen drama, children’s story, science fiction, horror, comedy, tragedy, prediction, character, plot, setting, orientation, complication, crisis, resolution.

**Aims and Objectives**

**Skills**

Develop class and group discussion skills

Identify reasons for telling stories

Identify different types of genres

Distinguish between genres

How to write a story for a specific purpose

How to annotate a story

**Knowledge**

Students will know...

Definition of key terms

That there are many different types of genres

A range of different genre related features

**Understanding**

Students will understand...

That texts are written in specific genres to suit their purpose and audience

That genres have features specific to them

That texts can have multiple genres

**Resources**

* Information sheets and worksheets
* A range of short films that highlight specific genres
* A range of short stories that highlight specific genres
* Examples of annotated stories

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| **Learning Activities** | **Student Product** | **Formative**  **Summative** |
| Introduction:   * Class discussion: ask students why telling, sharing, listening and studying stories is important * ‘Telling Stories’ survey: students should respond mostly ‘yes’ to show that stories are a part of and play an important role in their everyday life, they can’t escape them whether they like/dislike the story, they will even share and remember stories they don’t like! * Discussion about how students responded to the survey questions, students to contribute to brainstorm on board why telling stories is important * ‘Quotes About Stories’: get students to read through the reasons why writers find telling stories important and then to decide their top 3-4 reasons and share their favourites with the class * ‘Basic Narrative Summariser’: summarising narratives, important to provide reasons to justify interpretations of the text * ‘Zero’ short film: students to watch and complete the narrative summariser, stop the film at various points and allow students to time to complete questions and ‘predict’ what they think is going to happen and why, are there features/elements or prior knowledge used to make these predictions? | Contribute to class discussion  ‘Telling Stories’ survey  Contribute to class discussion  Basic Narrative Summariser Worksheet  Making Predictions | F  F  F  F  F |
| Main Activity (will continue over several lessons)   * What does the term ‘genre’ mean, brainstorm ideas and provide definition * ‘Genre Identification’: introduce students to the many genres of texts, get students to write down their own examples of each genre as you introduce them, discuss students responses and reasons * Examples of each genre: view/read a range of texts that highlight each of the genres. During each viewing/reading get students to… * Complete plot predictions * Guess (with reasons) the primary genre at the start * Identify the primary genre (with reasons) at the end * Are there any other genres explored (reasons)   \*\*A range of short films and texts are available in the resource section | Contribute to class discussion  Identify own examples of specific genres  Participate in examining a range of texts, predicting plot/genre based on genre knowledge | F  F  F |
| Genre Narrative Stages:   * After discussing examples of ‘Sci-Fi’ and ‘Romance’ students are to select either ‘Sci-Fi’ or ‘Romance’ and complete the narrative stages worksheet of that genre with a story that they have read/viewed to highlight the specific stages and features of that genre * Are there any similarities between the two genres in terms of stages/features? | Contribute to class discussion  Completion of Genre Narrative Stages worksheet | F  F |
| Writing Stories:   * Genre Lucky Dip: students randomly pick a genre out of a hat and they have 15 or so minutes to write a short story in that genre * Students read out their stories and other students have to guess the genre (prizes for correct guesses ☺) | Short Story  Share Story | F  F |
| Assessment:   * Students are to choose a genre and write a short story that uses the features of that genre so that the story is clearly identifiable as being that genre * Students need to annotate their stories to show the specific features and why the feature is used in their chosen genre (show examples of this) * The story needs to show that they have written for a specific purpose and deliberately made literary choices to suit their genre * This assessment forms part of their Writing Folio   **Task – Annotated Genre Story**  **(Rubric – see WF Assessment Criteria)**   1. Select a genre (you may select two) 2. Research features of that genre and read examples of that genre 3. Write a short story (no more than two pages typed in 12 font) in that genre – your story needs to be imaginative and creative, it also needs to clearly reflect your chosen genre 4. Annotate your short story by highlighting and commenting on the genre features (i.e. why the feature is used in the genre) – refer to examples 5. Make sure you very carefully proof read and edit your work  (spelling, punctuation, paragraphing, sentence structure, vocabulary, clarity) 6. In order to get above a 9.0 (C) for your annotations, you need to complete this section electronically and not by hand. | Annotated Genre Story | S |